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7 Considerations for Students and Creators of Learning Material

For students:

1. The skill of learning is more important than content training.
If you can learn to learn, you can do away with verbatim note-taking and memorization. You will be able to absorb information and apply it more effectively.

2. The most commonly taught learning methods are largely outdated.
Learning in formal academic settings has changed little, yet learning in real life is much different. And the latest research says the learning methods we're taught in school actually don't work as well as most people think.

3. The number of people who say a learning method works may not reflect its actual effectiveness.
If 99 out of the 100 best copywriters used a technique to become good, that doesn't account for potentially a million other copywriters for whom it didn't work.

4. Maximize your success by not expecting results on the first try.
Go into a course prepared to apply and experiment like crazy. Don't expect to succeed the first time, says Dr. Justin Sung. Expect to succeed on the 20th, and expect to fail on the first 20.

For course creators:

1. What is the real purpose of your course?
If you're looking to create good learning material, says Dr. Sung, the number one purpose should not be for sales. The goal should be to create really, truly effective learning by evaluating every single component of the design to see if it allow that. This can be achieved by doing a few things:
1. Be very critical about the decisions you make, like what learning management platform to use.
2. Think about the flow you want the user to go through.
3. Ask what feeling you want the user to have.
4. Decide what kind of foundation and progression you want to build, and what the best way is to deliver that.

2. Build with the idea that you will have to rebuild.
You can save yourself a lot of resource and energy if you create your course with the idea that you may need to rebuild and update it 10, 20 times after the initial

version. So don't make something rigid that you will have to completely rerecord if changes are required. And changes will be required once you get real market data and user feedback. Consider your first version a skeleton that you can add to and subtract from. Creating it in modules is a good idea that will facilitate change later.

3. **Too many people buy learning material and don't consume or apply it.**
Ten percent of the user journey should be in consuming the content, 90 percent of it needs to be out in the real world actually applying what you have taught them, says Dr. Sung. And if the objective is to create real learning outcomes that last long-term, there has to be an overwhelming component of real practice and real feedback.

As an educator, we should make sure that the very early stages of our program create a win for a client that gets them excited for the next win. And often, the power of learning material is not just in the content. If you can augment it with coaching and/or community, the likelihood of your client's success increases.

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